

R277. Education, Administration.

[R277-403. Student Reading Proficiency and Notice to Parents.

~~R277-403-1. Authority and Purpose.~~

- ~~—— (1) This rule is authorized by:~~
 - ~~—— (a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;~~
 - ~~—— (b) Section 53A-1-401, which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law; and~~
 - ~~—— (c) Section 53A-17a-150, which directs the Board to make rules to implement the K-3 Reading Improvement Program and to require progress reports from each LEA documenting the LEA's satisfaction with its reading goals.~~
- ~~—— (2) The purpose of this rule is:~~
 - ~~—— (a) to designate assessments required in Section 53A-1-606.6;~~
 - ~~—— (b) to provide definitions of terms used in Section 53A-1-606.6;~~
 - ~~—— (c) to provide necessary testing and reporting windows and timelines; and~~
 - ~~—— (d) to require submission by LEAs of student reading assessment data to the Board.~~

~~R277-403-2. Definitions.~~

- ~~—— (1) "Benchmark reading assessment" means the Dynamic Indicators of Basic Early Literacy Skills or DIBELS assessment.~~
- ~~—— (2) "Competency" means a demonstrable acquisition of a specified knowledge, skill, or ability that has been organized into a hierarchical arrangement, leading to higher levels of knowledge, skill, or ability.~~
- ~~—— (3) "Notification to parents" means notice by any reasonable means, including electronic notice, notice by telephone, written notice, or personal notice.~~
- ~~—— (4) "Reading below grade level" means that a student:~~
 - ~~—— (a) performs below the benchmark score on the benchmark reading assessment; and~~
 - ~~—— (b) requires additional instruction beyond that provided to typically-developing peers in order to close the gap between the student's current level of reading achievement and that expected of all students in that grade.~~
- ~~—— (5) "Reading remediation interventions" means reading instruction or reading activities, or both, given to students in addition to their regular reading instruction, during another time in the school day, outside regular instructional time, or in the summer, which is focused on specific needs as identified by reliable and valid assessments.~~
- ~~—— (6) "Utah eTranscript and Record Exchange" or "UTREx" means the same as that term is defined in Section R277-404-2.~~

~~R277-403-3. Superintendent Responsibilities.~~

- ~~—— (1) The Superintendent shall provide procedures for LEAs to determine expected reading competencies of students in grade 1, grade 2, and grade 3.~~
- ~~—— (2) To the extent that funds are available, the Superintendent shall distribute the diagnostic reading assessment tool designated in Section 53A-1-606.7 to LEAs.~~

~~R277-403-4. LEA Responsibilities – Timelines.~~

- ~~—— (1) An LEA shall administer the benchmark reading assessments in grade 1, grade~~

2, and grade 3 within the following testing windows:

—— (a) the first benchmark before September 30;

—— (b) the second benchmark between December 1 and January 31; and

—— (c) the third benchmark between the middle of April and June 15.

—— (2) An LEA shall report benchmark reading assessment results to the Superintendent by:

—— (a) October 30;

—— (b) the last day of February; and

—— (c) June 30.

—— (3) If a benchmark assessment or supplemental reading assessment indicates a student is reading below grade level, the LEA shall implement the notification and reading remediation interventions described in Section 53A-1-606.6.

—— (4) An LEA shall report benchmark reading assessment results to parents of students in grade 1, grade 2, and grade 3 by:

—— (a) October 30;

—— (b) the last day of February; and

—— (c) June 30.

—— (5) An LEA shall also report to parents the student's reading level at the end of grade 3.

—— (6) An LEA shall submit to UTREx the following information from the benchmark assessment:

—— (a) whether or not each student is reading on grade level at each administration of the assessment;

—— (b) whether or not each student received reading intervention; and

—— (c) the composite score for each student at each administration of the assessment.

—— (7) An LEA that selects the reading assessment technology shall use the assessment consistent with Board directives.

KEY: students, reading, competency

Date of Enactment or Last Substantive Amendment: October 11, 2016

Notice of Continuation: June 10, 2013

Authorizing, and Implemented, or Interpreted Law: Art X, Sec 3; 53A-1-606.6(2); 53A-1-401]